

National Congress Bulletin

SEPTEMBER 1950 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 18, NO. 1

Dear Friends:

As we begin a new school year in this autumn of 1950 we are poignantly aware of the dark cloud of war which threatens our homes. Some of you have written that your own son has gone into service—or that he goes soon. One of our state presidents writes, “Our three sons are all eligible for service, and they are ready, but it is hard to see them go.”

We are not a warring nation. We are not reconciled to the need for war among people or among nations. We believe that differences should be resolved without armed conflict, but we face the fact that democracy, which holds the only hope for individual freedom and human rights, must not be destroyed in any place where freemen live.

We in the parent-teacher movement hold a double responsibility this autumn. We have served as liaison agents during former wars, and we can serve again if we are needed in the defense of our country. But whatever extra task we find it necessary to accept, we will not forget, will we, that our chief obligation is to safeguard the children of America in their homes, their schools, and in their communities. This nation cannot continue to be “America the land of the free” without intelligent protection of her children. Let us plan our defenses now for that citizen child whose destiny must be a free world.

I am sure you have been waiting to hear of our mission to Japan because every parent-teacher leader in the nation had a share in it. Without enthusiastic and well-informed local presidents, without a group of diligent, devoted council, district, state, and national leaders, your president could not have sustained our reputation as the great and influential organization we have become in the world today.

There is so much to say that I find it difficult to decide which phase would interest you most. It surprised me to

find that Tokyo is the third largest city in the world; that it required two full nights and one full day to travel from Tokyo to Sapporo by train and by boat; that the P.T.A. is as well understood in the north island of Hokkaido and in the south at Kyoto and Osaka as it is in Tokyo; that the women, who have lived so long under a feudal system, stand and speak their minds as courageously and eloquently as the men about P.T.A. matters; and that *Robert's Rules of Order* is one of the best sellers in Japan.

There are four words which need no translation in Japan—P.T.A., democracy, baseball, and hello! The children on the street shouted their happy greeting “hello—,” and they were universally the happiest looking children I have ever seen. I think perhaps their sense of gratitude is so well developed that there is no room for discontent in their hearts. I watched a roomful of fifth graders

as they listened to a symphony orchestra broadcast and was much moved to see the light of enjoyment on their faces and the absolute absence of restlessness.

It amazed me to see thousands of white blouses, worn with navy blue skirts and pants. It appeared that all children were uniformed, but I found this was optional dress. The fashion started before the war in imitation of the church school costumes.

At two P.T.A. programs I saw children doing an American square dance to the tune of “Oh Suzanna,” and one first-grade orchestra played “Long, Long Ago.”

The P.T.A. program in Japan is patterned after our type of program, but the membership seemed to engage in discussion more generally than we do. At several meetings a temporary chairman and vice-chairman were selected to preside at the meeting. This custom is followed to provide more opportunity for leadership development. I witnessed an executive committee meeting (a demonstration for me) in an elementary

(Continued on page 2)



A group of the Japanese P.T.A. leaders who welcomed Mrs. Hayes on her visit to their country.



This little Japanese girl was all dressed up in her most colorful native costume to present Mrs. Hayes with a beautiful bouquet of flowers.

(Continued from page 1)

P.T.A., which was a model of perfection. Community problems were being discussed by special committees—then by the entire group—and at the close of the session a program of action and a special project were decided upon. There was no Caucasian guidance in the conduct of any P.T.A. that I visited.

Possibly 87 per cent of all local leaders are men, but women are accepting responsibility as they are able. The prestige of the P.T.A. is very great. The most "important" people in the community are local unit leaders, and your president was shown great deference by the Ministry of Education, national and prefectural; by governors, mayors, and other public officials. Newspapers were eager for news and pictures. I am sure I faced more lenses during my four weeks in Japan than would seem reasonable.

Yes, I met Mrs. MacArthur, but wartime restrictions prevented my meeting the General, who is not only respected

but loved by Americans and Japanese alike. I saw the temple containing 3,330 statues of Buddha; saw Mt. Fujiyama; visited the famous Fujiya Hotel and talked to dependents evacuated from Korea, who were billeted there; shot down the Hozu River rapids in a flat-bottomed boat; and saw some wondrously beautiful gardens and some of the finest of Japan's temples. But the most favorable impression I received was the unfailing kindness of the people, their unbelievable patience, their extravagant appreciation, and their earnest determination to develop democracy in Japan through the instrument we have given them, the P.T.A.

Faithfully yours,

Mrs. John E. Hayes, President
National Congress of Parents and Teachers

STREAMLINERS

It's easy to keep the members of your unit informed about P.T.A. activities and things that happen at school when you send out a report to parents periodically as the Fairmount P.T.A. in Wichita, Kansas, does.

Every second Monday during the school year it distributes a one-page mimeographed newsheet called "Fairmount Flashes," which contains not only the latest information about P.T.A. meetings and study courses based on articles in the *National Parent-Teacher* but also items about interesting projects being carried on at the school and a word of praise for the teachers.

* * *

The James Russell Lowell Grammar School Parent-Teacher Association in Watertown, Massachusetts, has reason to be unusually proud. It was selected by Dr. Hildegard Breucher of Munich, Germany, as a model for the P.T.A.'s she hopes to organize in her native land when she returns home after spending a year in America studying our educational system.

* * *

By working closely together in sponsoring dramatizations of well-known juvenile fiction over radio station WCAX in Burlington on Saturday mornings last spring, the Vermont Congress of Parents and Teachers and the Vermont Free Public Library Commission have been able to convince thousands of boys and girls in that state that "good books bring adventure."

Included in the thirteen-week series of dramatizations, which were done by professional casts, were *Li Lun, Lad of Courage*; *Windy Foot at the County Fair*; *The Rain Forest*; and *The Village That Learned To Read*. Throughout the state each week libraries displayed the book to be presented on the air as well as others with the same type of subject.

* * *

The P.T.A. spring carnival at the Charles Andrews School in Syracuse, New York, was a great success this year. More than 2,400 men, women, and boys and girls turned out for the evening affair, which was planned and run by the fathers in the unit.

* * *

Another parent-teacher leader who has received high honor in her community is Mrs. Martha M. Baldwin, a former president of the first district of the California Congress. When a new school was erected recently in Alhambra, California, her home city, it was decided that the building should bear her name in recognition of more than fifty years of service to young people. As a special token of its esteem for her work, the first district has presented Mrs. Baldwin with a national life membership.

DRIVE TO MIAMI BEACH for the 1951 P.T.A. CONVENTION!

● Miami Beach, Florida, will be the hostess city for the 1951 national convention. The dates are May 21, 22, and 23. This resort city is noted as a vacation paradise, so why not plan now to drive to Florida and make the P.T.A. convention city your 1951 vacation headquarters as well. If you can't bring all the family, bring along a P.T.A. friend or two. Better still, organize a group of several cars full of conventioners and make the trip a real P.T.A. community affair.

PLAN OF ACTION POINTERS FROM...

National Chairmen



The Citizen Child-

HIS DESTINY,
A FREE WORLD



ART



Miss Ruffini

OUR theme, "The Citizen Child: His Destiny, a Free World," calls for a strong art program in all our schools, for art experiences play a most important part in the development of the child, mentally, physically, and emotionally. Art helps him to grow into an adult who is socially well adjusted—in other words into a happy, intelligent human being who can work with others for the common good. Through his art experiences

the child learns to share, to enjoy, and to respect the work of others. He becomes acquainted with the art expressions of other parts of the world, thus laying foundation stones for world understanding. Art also provides boys and girls with interests that continue through life, thereby helping to build a peaceful and purposeful future for the child.

Our world is made up of consumers and producers of art. Therefore it should be studied in relation to everyday living, with emphasis on the development of discriminating taste not only in choosing one's clothes but also in choosing things for the home, school, and community. If, through taking part in art activities and discussions, young people can become aware of the art qualities in their home environment, in industrial products, and in nature, they will develop an appreciation and understanding of art wherever it is found.

Citizens with discriminating taste and a love for beauty will demand better communities, which in turn should make for happier, peace-loving people.

Following are a few suggestions for local art chairmen as they try to help both children and adults to meet successfully the problems that arise in the home, the community, the nation, or the world.

1. Emphasize the real meaning of art. Make it clear that painting pictures is only *one* form of expression and that art has a definite relation to daily living, for everyone uses art, either as a consumer or a producer. Therefore, it is important to develop the power to make more discriminating choices in the things people select for their homes, schools, and communities. Remember that a thing of beauty, however simple, has an important influence on those who can see it and love it. An art-conscious people will think constructively not destructively.
2. Plan to have a series of round-table discussions on art as it affects the home, school, and community. Include both art teachers and

children as participants. Then have these children report on this discussion to their classmates in school.

3. Stimulate interest in the art of other nations by encouraging special exhibits in schools, homes, and libraries. Make use of community resources as well as the exhibits that may be borrowed from some of the museums. An art-conscious society helps to develop world understanding.
4. Arrange conducted trips to study the cultural resources of the community, and schedule some trips that will encourage the enjoyment of the beauty of nature. Parents, art teachers, and children should be included in each group. This will develop an art consciousness in the community.
5. Discuss the importance of leisure-time art activities for the entire family. A family working together makes for mutual understanding and happier relationships.
6. Encourage the establishment of an art center for children and adults. Greater community cooperation and a happy, peace-loving people should result from this form of participation and expression.
7. Sponsor and support art and craft groups for all ages in the school and in the community.
8. Ask the cooperation of local stores in arranging art exhibits, including the work of school children of all ages.

—Elise E. Ruffini

CITIZENSHIP



Mrs. Thomas

IF OUR children are to be citizens of a free world, our generation must not only fulfill its obligations as good citizens, it must also help boys and girls to develop the characteristics and the attitudes that will permit them to take advantage of their privileges and opportunities and to assume their rightful responsibilities as citizens of such a world. We, who are working to promote better citizenship, have a special job to do, and probably the first step in this direction is to recognize the wider community in which we now live and the closer relationship that exists in a rapidly widening area.

A firm conviction in the rights of all people without differentiation because of race, color, creed, or social and economic status is the goal for which we are striving. To accomplish this we must start in our homes. Children are born without prejudices, but too often through our actions and words in the home we have sown the seeds of poor human relations that bear such bitter fruit in the form of indifference, greed, self-aggrandizement at the expense of others, and lust for power, along with all their attendant evils.

To help correct these conditions our individual efforts are not enough. Today we must work with a sympathetic understanding and sincere desire to help our churches in their programs devoted to the ideal of lasting peace and universal brotherhood. We must strengthen, encourage, and cooperate with the many worth-while character-building agencies. We must know our communities—not just the “right” people and the “accepted” phases of community life, but all the people and all the things that contribute to the life of the community. But knowing the facts is not even enough. We must be willing to work and to contribute interest, time, and effort toward strengthening the good points and eliminating the harmful influences.

We need by precept and example to indicate our acceptance of our civic responsibilities. That means voting on each election day and taking an active part in community betterment projects. We must be well informed about our schools and try, in every way possible, to secure adequate financial support for their programs and to promote greater home-school-community understanding and cooperation.

Young people need the encouragement of teachers and parents in establishing sound practices of democratic living in the classroom, at home, and in campus activities. Let us encourage student government programs, and ask young people for their cooperation and suggestions in any plan we may be developing. We must let them know we sincerely believe that true citizenship in a democracy can be achieved only by the recognition of the importance and rights of all the people, an ideal that can be realized only when every one of us—parent, teacher, and child alike—remembers, “My rights end where yours begin.”

—Mrs. Dale Thomas

INTERNATIONAL RELATIONS



Mrs. Gould

THE 1950-51 platform of the National Congress sets the maintenance of peace in the world as the most important child welfare issue facing us today. It pledges us as parents and teachers to work together to advance the idea that peace begins on our street, in our homes, and in our communities.

Our educators, through international workshops being held over the country, are being alerted to their particular responsibility in helping to build world citizens. Those of us who are parents must be similarly alerted to the importance of implanting a world outlook in the minds of our children. Through its own international relations workshop to be held in New York City late this month the National Congress will alert its leaders to their responsibilities in this field.

Together, through our parent-teacher units, we can work toward that kind of tomorrow that will bring to every child his destiny—a free world, a world at peace.

For each local unit we offer the following suggestions, which we hope will be helpful in meeting the challenge facing all of us today:

1. Support the United Nations vigorously and intelligently through:
 - a. Studying its organization under the Charter.
 - b. Learning about its accomplishments over the past five years.
 - c. Understanding its specialized agencies.

d. Becoming familiar with the suggestions now being offered for its revision.

e. Observing United Nations Day, October 24.

2. Try to realize the implications for the entire world in the Universal Declaration of Human Rights and the Point 4 program.

3. Develop better understanding of people in other lands through:

a. Learning to know people from other lands who are in this country. We should open our doors to exchange people in the community, thus making them feel accepted and at home.

b. Corresponding with people of other lands.

c. Gaining a deeper respect for families in other lands through a more intelligent understanding of their background and their history.

d. Studying world geography and trying to realize the importance of being familiar with languages other than our own.

4. Sponsor international education projects through:

a. CARE-UNESCO book project.

b. Boxes to teachers through the Save the Children Federation.

c. Air-Age Neighbor Movement.

d. World Friendship Among Children.

5. Help to develop better-informed citizens through:

a. Participating in discussion groups.

b. Sponsoring public forums.

c. Sponsoring international folk festivals.

d. Using community information centers or setting up one if there is none in your community.

e. Enlisting the cooperation of other groups in your community that are interested in the field of international relations.

Your state chairman of international relations or world citizenship is eager to be of assistance to you and is anxious to learn of the efforts you are putting forth in your community to create better world citizens.

Won't you give your state chairman your fullest cooperation in the promotion of this program, and then be sure to tell your chairman when something outstanding in this field has been done in your community?

—Mrs. R. N. Gould

MUSIC

MUSIC—a powerful medium for citizenship—is an important factor in making our administration theme, “The Citizen Child: His Destiny, a Free World,” a living, tangible guide for action.

Music opens an avenue of understanding among all people, for it knows no foreign tongue, no creed, no racial prejudice, and no national boundaries. Folk music is the very heartbeat of a nation. Through it children discover that there are likenesses rather than differences in people the world over. The freedom of expression that is enjoyed by a child as he takes part in making



Mrs. Heylman

music is important to his development as a healthy, happy, and well-adjusted citizen.

How, then, can we surround the citizen child with purposeful endeavors that will lead to a constructive and peaceful life? Here are a few suggestions. There are many others in the section on "Music" in the 1950-1953 *Parent-Teacher annual*.

THE HOME

In the home we shall strive to develop attitudes that make for good citizenship by:

Bringing into the daily life of the child an enjoyment and appreciation of the music of other nations.

Family singing; listening to good recordings, radio, and television programs; and reading music literature together. These activities not only create a spirit of fun but cement the bonds of love and affection among members of the family. They also make each member an important part of the family circle. Singing of the great hymns of all churches brings courage and faith to the home.

Providing an opportunity for every child in the family to have some musical experience, thinking always in terms of the total growth of the child rather than in terms of his being able to give a polished, brilliant performance.

Including songbooks and small musical instruments in the packages sent to families in devastated areas of other countries. These people are asking for them.

THE SCHOOL

We shall work with the school by:

1. Being the interpreter of the school's musical program—knowing its value and telling the public about it.
2. Encouraging the expansion of the music program to serve all children according to their needs and capacities, including the establishment of music programs to serve the handicapped, for music can open new fields of enjoyment and development to these boys and girls.

THE COMMUNITY

We shall work for an effective community-wide program by:

1. Encouraging the carry-over of home and school music into the community.
2. Urging that a continuous program of musical activities be set up in the community throughout the year. A strong program in the winter loses value when there is no activity in the summer.
3. Helping to organize youth music groups. They are important character-building agencies.
4. Planning song fests, folk festivals, and pageants that highlight the cultural arts of other nations. Foreign-born families in the community should have a prominent part in these festivities.

Music is a vital force in developing that understanding and tolerance, that mutual respect and brotherhood upon which the community of all human beings and the peace of the world must rest.

—Mrs. J. W. Heylman

UNITED NATIONS DAY

On October 24 of this year people of many races and creeds throughout the world will observe United Nations Day—the day that will mark the fifth birthday of our greatest hope for eventual peace, the United Nations.

The theme for this important anniversary is "There shall be peace, if it's UN plus YOU." Even in the face of present world conditions we must not forget that only as we continue to build higher and firmer the structure of the United Nations can we expect to build a stronger and firmer brotherhood of man and achieve peace among all the nations.

Therefore every P.T.A. is urged to set aside October 24 as an occasion to focus attention on the achievements of the United Nations, which came into being because of man's resurgent hope for a new and better world in days to come.

State chairmen of world understanding or international relations are ready to help local units secure program material, including radio scripts and motion pictures. Colorful posters, leaflets, maps, and a variety of general items that will be useful not only on United Nations Day but throughout the entire year may be obtained direct from the Department of Public Information, United Nations, Lake Success, New York.

• Items of Interest •

The fall meeting of the Board of Managers of the National Congress will be held on September 25, 26, and 27 in New York City. Then on September 28, 29, and 30 members of this group will be joined by state chairmen of international relations or world citizenship for an international relations workshop, which will include a day at the United Nations General Assembly; trips to the United States Mission to the United Nations and the American Association for the United Nations; and addresses by outstanding speakers from the United Nations, UNESCO, and the Department of State.

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American Education Week, an annual event that the National Congress helps to sponsor, will fall on November 5-11 this year. Information about the general theme and the daily topics will be found in the June-July issue of the *Bulletin*.

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"Lots of People Are Human" is the title of a new series of articles being prepared for the *National Parent-Teacher* by the famous adult educator, Bonaro W. Overstreet. The first of these articles appears in the September issue and is

entitled "A Working Definition of Personality." In later issues she will discuss these topics:

- "How Unsolved Problems Make 'Problem People'"
- "If We Want People To Change"
- "Neither by Will Power nor Good Advice"
- "Loving Our Neighbors As Ourselves"
- "Our Need for Personal Significance"
- "The Sense of Getting Somewhere"
- "Where Pride Is Involved"
- "The Demand for Justice"
- "Performing a Social Role"

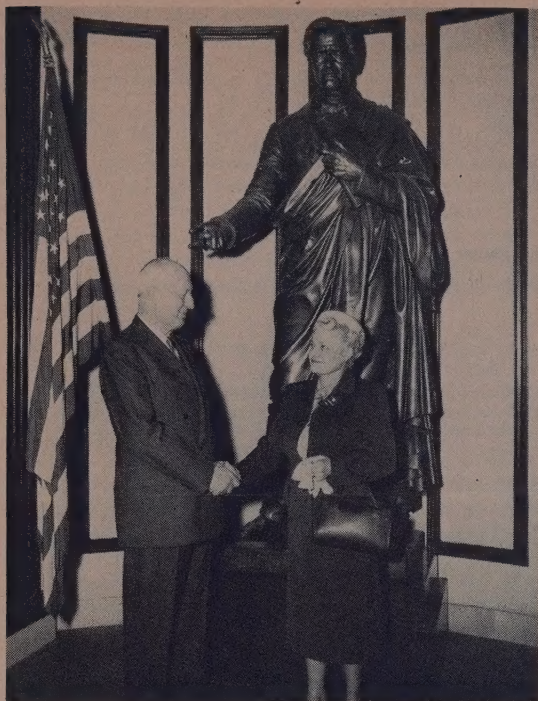
NATIONAL CONGRESS BULLETIN

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© Chase News Photo

For more than fifty-three years the National Congress of Parents and Teachers has worked hand in hand with the National Education Association to support the finest schools for America's children. Pictured here are Mrs. John E. Hayes, president of the National Congress, and Dr. Willard E. Givens, executive secretary of the N.E.A. Behind them, symbolic of the practical idealism that permeates both organizations, is the figure of Horace Mann.

PARENT-TEACHER . . .

NATIONAL CONGRESS OF PARENTS AND TEACHERS

600 SOUTH MICHIGAN BOULEVARD, CHICAGO 5, ILLINOIS

State Office: 614 State Street, Idaho Educational Bldg., Boise, Idaho



ALL-INCLUSIVE MEMBERSHIP CARD

NATIONAL, STATE, AND LOCAL, 1950-1951

This certifies that

[NAME]

[TOWN]

IS A MEMBER OF THE
A UNIT OF THE STATE AND NATIONAL CONGRESS OF PARENTS AND TEACHERS AND THAT ALL
ANNUAL DUES HAVE BEEN PAID.
MRS. JOHN E. HAYES
National President

MRS. PAUL KOHOUT
State President

President of the Local Association

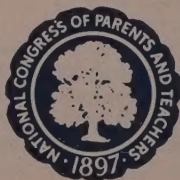
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Membership Proclamation

We do not question the urgency of defense needs to fortify the firing lines of freedom. At the same time we maintain that the welfare of children cannot be subordinated to temporary priorities. By every standard of far-seeing statesmanship, steel and personnel for schools are just as important as steel and manpower for battleships.

Now therefore I, Anna H. Hayes, president of the National Congress of Parents and Teachers, do hereby designate the month of October as membership enrollment month, and I ask every member to enlist friends and neighbors in our great and peaceful humanitarian army. In the conviction that our combined strength will help to create the free world which is the rightful heritage of the citizen child, I have set my hand and the seal of the National Congress of Parents and Teachers to this proclamation.

President, National Congress of
Parents and Teachers



ATTENTION

Local Membership

Chairman:



Mrs. Luhr

New goals are set each year by the National Congress. They are achieved and surpassed by the enthusiastic and diligent efforts of local membership chairmen and their committees. THE NATIONAL CONGRESS IS COUNTING ON YOU.

The following suggestions may be helpful during the membership campaign:

1. Have a large committee with a definite task for each member.
2. Be sure the principal and teachers take part in the planning also.
3. Meet with the committee members early to plan the theme, the publicity, the dates, and the mechanics of the campaign.
4. Plan for sustained publicity during the campaign through newspapers, posters, pictures, bulletins, newsettes, school papers, pamphlets, and radio.
5. Inform the community of the accomplishments of your P.T.A. during the year.
6. Arrange room, or grade teas before the first P.T.A. meeting to help parents who are new members become better acquainted.
7. Plan for follow-up work by personal contact and by the telephone committee.
8. Cooperate with the hospitality committee to meet and introduce each new member.
9. Maintain a year-round working membership committee.
10. Keep accurate records and report promptly to district and state offices.

Mrs. G. W. Luhr

National Chairman

Committee on Membership

Membership of the National Congress of Parents and Teachers Is Now 6,167,079

Membership by states

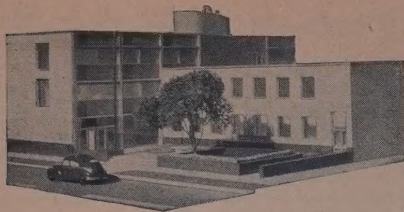
Alabama	140,394
Arizona	39,304
Arkansas	88,352
California	818,473
Colorado	95,067
Connecticut	70,927
Delaware	14,230
District of Columbia	28,041
Florida	164,852
Georgia	126,940
Hawaii	39,625
Idaho	33,743
Illinois	388,034
Indiana	171,151
Iowa	92,670
Kansas	105,548
Kentucky	112,783
Louisiana	58,435
Maine	19,385
Maryland	60,859
Massachusetts	87,735
Michigan	197,912
Minnesota	141,213
Mississippi	53,342
Missouri	172,924
Montana	19,608
Nebraska	46,796
Nevada	6,342
New Hampshire	13,802
New Jersey	238,829
New Mexico	17,143
New York	251,054
North Carolina	200,093
North Dakota	23,024
Ohio	405,102
Oklahoma	107,902
Oregon	87,518
Pennsylvania	283,234
Rhode Island	29,027
South Carolina	36,455
South Dakota	25,796
Tennessee	184,161
Texas	338,952
Utah	67,882
Vermont	20,102
Virginia	135,976
Washington	137,206
West Virginia	80,675
Wisconsin	77,196
Wyoming	9,000
Unorganized Territory	2,265
Total	6,167,079

Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

Please Do This

For the Sake of the Children in Your Community!



People Are Asking . . .

Q. Did the members who bought the lot for the organization do it on their own or did they have expert assistance?

A. For several years a National Congress headquarters committee examined property in various cities, and after a very thorough investigation of the advantages and disadvantages, the committee came to the conclusion that Chicago was the best place for the headquarters. When this was decided, the committee then made arrangements to inspect a number of possible locations in Chicago. The committee was fortunate in being able to secure the expert advice of men who were skilled in the evaluation of property, of members of real estate and other boards, and of attorneys and construction engineers and architects who had experience in this field. Indeed everyone who makes a contribution to the building fund may rest assured that the headquarters committee is making no moves of any kind without obtaining the best legal, construction, and engineering advice procurable.

Q. Why is the National Congress going to the expense of putting up a headquarters? Shouldn't it devote its time instead to getting money for school buildings?

A. Let's answer the last of the twin questions first. The money the National Congress is asking for its own headquarters would probably pay for erecting only one fair-sized modern school building. Consequently, in planning for a building of its own, the organization is not jeopardizing current plans for school construction. Indeed when the National Congress is comfortably and efficiently housed in its own headquarters, the added service it can render to the teaching profession and to school programs in general will be worth many, many times the actual money involved in building and equipping one school plant!

Remember that the National Education Association, which represents the majority of America's teachers, has long had its own national headquarters in Washington, D. C., and has just recently purchased additional property there to take care of its expanding program. Surely if the N.E.A. thought its building program would jeopardize the erection of even one school, it would not have invested money in additional property at this time. Like ourselves, it knows

IF YOU ARE one of the 35,000 local presidents of the National Congress of Parents and Teachers, you should have received by this time an envelope marked "Magazine Promotion Packet." It is for your magazine chairman, so please don't put it away on a shelf somewhere in your home. Give it immediately to your chairman so that he or she will have the very latest information.

• The National Congress of Parents and Teachers expects each of its local leaders to promote the *National Parent-Teacher* as a major project in parent education. In fact if a local association had no other project than to publish and sell a magazine of the importance of the *National Parent-Teacher*, that in itself would stamp the P.T.A. as a friend of children and a power for good in the community. Your local association does have a real share in publishing the *National Parent-Teacher* for this reason: It belongs to the National Congress of Parents and Teachers of which your local association is a part. Your local association, therefore, has a real partnership in the official P.T.A. magazine. It should also have a great sense of pride in being able to offer such an excellent magazine to the membership and to the

that an organization which is properly housed can give still greater service.

The National Congress has been paying rent for many years. When lots of space is available and rents are low, this plan may work out all right. But when real estate freezes up, as it were, and rents soar, the organization is immediately handicapped in several ways. It keeps paying out more and more money and has nothing of permanent value to show for it. When it needs to expand there is no place to go, and consequently its program suffers. Buying ground and building a suitable headquarters is just plain good business. It's a good investment to buy desirable property. And like the man who owns a home, the organization that owns a home acquires certain stature through that ownership.

public in general. Indeed I myself have found without exception that the person who does not belong to a P.T.A. is immensely impressed when he sees a copy of the *National Parent-Teacher* and learns that it is published by the National Congress of Parents and Teachers. Time and again a nonmember will say, "My goodness, I never realized the P.T.A. had such an important magazine," or "I never knew you folks did anything like this for children and the parents."

• In addition to receiving a magazine promotion packet, each of you should also have received last May a sample copy of the *National Parent-Teacher*. We sent one then so that you would surely have time to read it during the summer if you hadn't seen a copy before. Will you please give this sample to your magazine chairman to show to members and to other prospective subscribers.

• I wish I could talk to you personally and ask you right out to help me get this important magazine of ours into every home in your community. I know that if I could just drop in and greet you by name and you could say to me, "Hello, Elizabeth, I was just waiting to talk over this last issue with you," we'd get much farther much faster! But even though we may never meet face to face, we can have the satisfaction of knowing that we are working together in an organization which serves children and that one of the best ways to serve those children is to sell the *National Parent-Teacher* to their parents and teachers.

• So please don't forget to give that magazine promotion packet to your chairman! And if you can find the time in your busy day, drop me a postal and encourage me by saying, "Elizabeth, you can depend on my P.T.A. to do a good job this year for the *National Parent-Teacher*."

Elizabeth B. Hill

President, National Parent-Teacher
The P.T.A. Magazine